

**COURSE CURRICULUM FOR FIRST PROFESSIONAL BSMS  
(PRESCRIBED BY NCISM)**

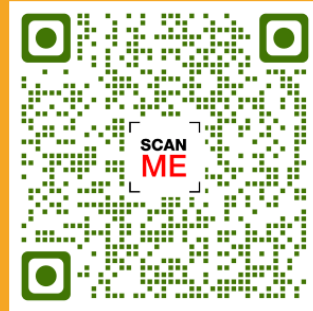
“தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக் க  
றறனைத் தூறும் அறிவு”  
(AS DEEP YOU DIG THE SAND SPRING FLOWS; AS DEEP YOU LEARN THE KNOWLEDGE GROWS-  
THIRUKKURAL 396)

**SIDDHA MARUTHUVA ADIPPADAI THATHUVANGALUM  
VARALARUM  
SUBJECT CODE: SIDUG-SATV  
HISTORY AND FUNDAMENTAL PRINCIPLES OF SIDDHA  
MEDICINE**

(Applicable from 2021-2022 batch onwards for five years or until  
further notification by NCISM, whichever is earlier)



**BOARD OF UNANI, SIDDHA AND SOWA RIGPA  
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE  
NEW DELHI-110058**



**SIDUG-SATV**

NCISM

I – PROFESSIONAL SIDDHA MARUTHUVA ARIGNAR (BSMS)

SUBJECT CODE: SIDUG - SATV

**Siddha Maruthuva Adippadai Thathuvangalum Varalarum**  
(History & Fundamental Principles of Siddha Medicine)

SUMMARY

TOTAL NUMBER OF TEACHING HOURS: 240 HRS		
LECTURE HOURS (LH) - THEORY		SUB TOTAL
One Paper	80 Hrs	80 Hrs
NON LECTURE HOURS (NLH)- THEORY		-
One Paper	160 Hrs	160 Hrs

Examination (Papers & Marks Distribution)					
Item	Theory Component Marks	Practical Component Marks			
		Practical	Viva	Elective	IA
One Paper	100	-	30	-	20
Sub- Total	100	50			
Total Marks	150				

## PREFACE

Siddha Medicine is a complete system of medicine. The basic principles of Siddha not only deal with human race but also with the other living beings in the world. It indicates human beings are souls encompasses with a body. The merits of a soul can only be seen on the physical appearance, knowledge and qualities of a person. More over there is a cause for each individual to take birth. There is no effect without a cause is a fact. In order to understand the cause of birth, each one should know, “who am I?” “What are my qualities (Soul)?” “What I have to do?” Then only our life can be fortunate and blissful. This knowledge is initiated to the students of Siddha stream through this subject.

The factors influencing the soul, Factors influencing birth, relations between body and soul, basic qualities of an individual are explained under basic principles of Siddha. The components of Physical body, its functions, Components of a soul, Cause of all kinds of deeds of an individual and its effects are also defined. How it could be possible to get rid of the effects of one’s own deeds? What are the ways and means? Who will guide us in this regard? Application oriented explanations are elaborated.

The life sketches of such guides (Siddhars) are included in this subject. The existence of ultimate power is explained through various schools of thought. The unique ways of Physical, Mental and Spiritual well being of an individual are shown with utmost clarity in this subject.

The origin and progress of this system is dealt with suitable examples under the topic History of Siddha.

## Index

Course Code and Name of Course .....	5
Table 1- Course Outcomes and Matched Program Outcomes.....	5
Table 2: CONTENTS OF THE COURSE- SIDUG-SATV .....	6
Table 3: Learning objectives of SIDUG-SATV .....	11
Table 4 Practical Objective Not Applicable. ....	62
Table 5- NON LECTURE ACTIVITIES; COURSE SIDUG-SATV .....	63
Table 6: ASSESSMENT SUMMARY .....	78
6 A- Number of papers and Marks Distribution .....	78
6 B- Scheme of Assessment – (Formative and Summative).....	79
6 C - Calculation Method for Internal Assessment Marks (20 Marks).....	79
6 D- Evaluation Methods for Periodical Assessment .....	79
6 E Question Paper Pattern.....	80
6 F Distribution of Theory Exam.....	80
6 G Question paper blue print .....	81
6 H Distribution of Practical Exam .....	82
7. REFERENCE BOOKS & RESOURCES .....	83

## FIRST PROFESSIONAL B.S.M.S

### Course Code and Name of Course

Sl. No	Course code	Name of Course
1	SIDUG-SATV	<b>SIDDHA MARUTHUVA ADIPPADAI THATHUVANGALUM VARALARUM</b> (History & Fundamental Principles of Siddha Medicine)

**Table 1- Course Outcomes and Matched Program Outcomes.**

CO No	A1 Course Outcome (CO) SIDUG – SATV At the end of the course, SIDUG – SATV, the student should be able to-	B1 Course Outcome matched with program outcomes.
CO-1	Describe clear historical perspective of Siddha	PO 1
CO-2	Describe the existence of “ONE SUPREME”	PO 11
CO-3	Describe the existence of three Primordial entities (Pathi, Pasu and Pasam)	PO 11
CO-4	Identify the cause of birth, reasons for sufferings, ways and means to improve the qualities of a soul and realize suitable Guru.	PO 11
CO-5	Describe the ways and means of spiritual well being.	PO 11
CO-6	Accept the super natural qualities of Siddhars and its merits	PO 11
CO-7	Describe the property, characters and specialty of all movable and immovable things in the world.	PO 3
CO-8	Comprehend relationship between body, mind and soul	PO 3
CO-9	Determine functional and pathological changes of a human being.	PO 3
CO-10	Describe physical, mental and spiritual well being	PO 2

CO-11	Describe and correlate with the contents of various subjects of siddha	PO 2

**Table 2: CONTENTS OF THE COURSE- SIDUG-SATV**

**SIDDHA MARUTHUVA ADIPPADAI THATHUVANGALUM VARALARUM  
(History & Fundamental Principles of Siddha Medicine)**

Sl.no	A2 List of Topics – SIDUG-SATV	B2 Term	C2 Marks	D2 Lecture hours	E2 Non- Lecture hours
<b>1</b>	<b><u>Topic 1-HISTORY OF SIDDHA MEDICINE</u></b>	<b>I</b>	<b>05</b>	<b>08</b>	<b>16</b>
<b>1.1</b>	The age of siddha system- Evidences obtained from classical Tamil treatises- Epigraphs- copper plates- manuscripts- Progress of siddha system from 5 <sup>th</sup> century BC to 20 <sup>th</sup> century AD.				
<b>1.2</b>	<b>Qualities of siddhars&amp; Explain briefly about bio sketches of Siddhars:</b>  Agathiyar- Thirumoolar-Therayar- Yugimuni-Bohar-Sattamuni-Nandhidevar- Ramadevar- Dhanvanthri- Konganavar- Karuvoorar- Kaalanganadhar- Pulippani- Pampaatti siddhar-Macchamuni- Romarishi- Korakkar- Idaikaadar- Sundaranandar- Thiruvalluvar.				
<b>1.3</b>	Similarities and differences of Siddha Medicine with other traditional medical systems of India, world, Folk medicine and codified medicine				
<b>2</b>	<b><u>Topic 2-PROVING EXISTENCE OF PATHI (ONE SUPREME) BASED ON ALAVAI (EPISTEMOLOGY)</u></b>  Alavai (Epistemology)- Perception (Kandal) - Nonexistence (Abavam)-Analogy(Oppu)- Natural inference (Iyalbu) Inference (Karuthal)-Deduction (Porul) - Inference by exception (Ozhibu) -Co-existence (Unmai)- Testimony (Urai)- Tradition (Iytheekam),	<b>I</b>	<b>05</b>	<b>06</b>	<b>12</b>
<b>3.</b>	<b><u>Topic 3-ARUSAMAYANKAL ( SIX</u></b>	<b>I</b>	<b>05</b>	<b>08</b>	<b>16</b>

	<b><u>PHILOSOPHICAL SCHOOLS)</u></b> Siddhantin, Vedantin and other philosophical concepts (Arusamayankal) of Porul nirnayam-similarities and differences of Siddhantin and Vedantin concepts- concepts of Buddhism- concepts of Jainism-concepts of Niyaya and Vaishesika- concepts of Sankya-concepts of Meemamsaka- concepts of Lokayutha				
<b>4.</b>	<b><u>Topic 4-PATHI, PASU, PASAM (THREE PRIMORDIAL AND ETERNAL ENTITIES AND THEIR SIDDHANTIC THEORIES)</u></b>	<b>I</b>	<b>15</b>	<b>10</b>	<b>20</b>
	The qualities of Pathi (Almighty) - Nine divine manifestations - Five divine powers				
	Pasu - Explain the classification of Soul- Reasoning for Seven kinds of Creation and Four kinds of birth.				
	Pasam and its classifications including Sutha maya- Asutha maya – Prakiruthi maya				
<b>4.a</b>	Deekai (Initiation towards the highest goal of life)- Samaya deekai- Vishesha deekai- Niruvana deekai				
<b>4.b</b>	Siddha Margamkal (Ways to attain Salvation)- Saryai- Kriyai- Yogam- Gnanam				
<b>4.c.1</b>	The qualities of a Guru- Describe the qualities of a disciple				
<b>4.c.2</b>	Spiritual stages				
<b>5</b>	<b><u>Topic – 05- SIDDHA TERMINOLOGIES</u></b>	<b>II</b>	<b>05</b>	<b>08</b>	<b>08</b>
	<b>Defining 50 Siddha Terminologies</b> 1.Aavarana sakthi - 2. Vitchepa sakthi - 3.Kundalini -4.Saram - 5.Rasavatham – 6.Rasamani -7.Yogam - 8.uththarayanam - 9.Thatchinayanam - 10. Vehangal - 11. Thannilai valarchi -12. Vetru nilai valarchi -13. Thannilai adaithal -14. Amam -15. Pancha pakshi - 16.Pandu -17.Sobai -18.Peruvayiru - 19.Karappan -20.Kuttam -21.Ekamooligai prayogam -22. Marana pirayaogam - 23. Dravaga pirayogam -24.Cheyaneer pirayogam -25. Muppu -26.Pudam -27Thailam -28 Legium -29. Choornam -30.Parpam-31.				

	Chenduram -32.Mathirai -33.Kudineer - 34.Ottradam -35.Nasiyam - 36.Kalikkam - 37.Kuruthivangal -38.Attaivaldal -39.Karam - 40. Kaya karpam -41.Nazhigai -42.Samam - 43.Mandalam -44.Mukurtham - 45.Kalam -46.Varmam -47.Adangal -48.Naadi -49. Nanju nool - 50. Gunapadam.				
<b>6</b>	<b><u>Topic -6,ATTANGA YOGAM (EIGHT LIMBS OF THE WAYS TO ATTAIN SALVATION)</u></b> Attanga Yogam (Eight limbs of the ways to attain salvation)- Iyamam (Purity of Mind)- Niyamam (Purity of Deeds) - Asanam (Yogic Postures) -Pranayamam (Breathing exercise) - Prathiyakaram (Withdrawal of Sensory pleasures) -Dharanai (Concentration)- Dhiyanam (Meditation)- Samadhi (Ecstasy)	<b>II</b>	<b>10</b>	<b>05</b>	<b>15</b>
<b>7.</b>	<b><u>Topic - 7,ATTAMA SIDDHIGAL (Eight kinds of Supernatural Powers)</u></b> Attama siddhigal (Eight kinds of Supernatural Powers) - Anima (Power of Reducing from gross to subtle) -Mahima (Power of expanding) - Lahima (Power of becoming weightlessness)- Karima (Power of becoming heavy) -Propthi (Power to achieve)- Prahamiyam (Power to attain) - Vasithuvam (Power to attract)- Easathuvam (Power to execute divine powers)	<b>II</b>	<b>10</b>	<b>03</b>	<b>12</b>
<b>8.</b>	<b><u>Topic -8,FIVE ELEMENTAL THEORY</u></b>	<b>II</b>	<b>10</b>	<b>07</b>	<b>17</b>
<b>8.1</b>	different schools of thought regarding the creation of Universe				
<b>8.2</b>	The relations between macrocosm and microcosm ( Andathil Ullathe Pindam)				
<b>8.3</b>	Creation of Subtle elements and its fivefold combination				
<b>8.4</b>	Relationship between five elements and State Origin of Subtle body and its manifestation - Colour of Five elements -Relations between Five elements and Three humours - Relations between Five elements and Anthakkaranam (Intellectual faculties-4) - Relations between Five elements and Piranathi vayus (Five principal forces) - Relations between Five elements and Gnanenthiriyankal				



	(Five higher intellectual centres)- Relations between Five elements and Pulankal ( Five senses) - Relations between Five elements and Kanmenthiriyangal (Motor organs -5) Relations between Five elements and Aatharam (Six stations of soul ) - Relations between Five elements and Udal thathukkal (physical constituents -7) - Relationship between Five elements & Taste - Relationship between five elements, Tastes and three humoural vitiation				
8.5	Functions of Taste and increased intake of tastes				
9.	<b><u>Topic -9, 96 FUNDAMENTAL PRINCIPLES (THATHUVAS)</u></b>  96 fundamental Principles (Thathuvvas) and its different concepts- Sivaprakasa Kattalai- Thiruvalavai Kattalai- Siddhantha Kattalai- Vedantha Kattalai- Thathuva Deepikai- Yugimuni's Concept. Vayu-10 (Vital forces) - Nadi-10 (Vital channels) - Arivu-1 (Self realization) - Karanam-4 (Intellectual faculties) - Gnana Indriyam-5 (Higher intellectual centres) - Karmendriyam-5(Motor organs) - Bootham-5 (Five elements) - Pori-5 (Sense organs) - Pulan-5 (senses) -Aasayam-5 (Visceral cavities) -Kosam-5 (Five sheeths) Aatharam-6 (Six stations of soul) -Mandalam-3 (Three regions) - Eadanai-3 (Physical bindings)- Gunam-3 (Cosmic qualities) - Malam-3 (Principles of moral evil) - Vinai-2 (Acts) - Ragam-8 (Passions) -Avasthai-5 (Five states of Consciousness)	II	15	10	19
10	<b><u>Topic -10,THREE HUMOURAL THEORY</u></b>  Vali -Azhai- Iyyam- Its predominant locations- Properties- Physiological actions- Abnormal functions-Increased and decreased features- Classifications- Features of Temperament (Tegha ilakkanam)	III	10	06	11
11	<b><u>Topic - 11,SEVEN PHYSICAL CONSTITUENTS</u></b>	III	05	04	08

	Seven physical Constituents (Udal kattukal-7)- normal functions of Seven physical Constituents (Udal kattukal-7) - Increased and decreased features of - Saram (Primary nourishing juice) - Chenner (Blood) - Oon (Muscle) - Kozhuppu (Fat) -Enbu (Bone) - Moolai (Bone marrow) - Suckila/ Suronitham (Sperm/Ovum)				
<b>12</b>	<b><u>Topic – 12- WELL BEING</u></b>	<b>III</b>	<b>05</b>	<b>05</b>	<b>06</b>
<b>12.1</b>	How to live?- Define Health- Marunthu-Unavu- Prevention- Marunthathikaram in Thirukkural- Application of six tastes in food.				
<b>12.2</b>	Kaala ozhukkam				
<b>12.3</b>	Thinai ozhukkam				
<b>12.4</b>	Importance of Fasting therapy				
<b>12.5</b>	Importance of Purgation therapy, Emetic therapy, Nasal and eye applications (Nasiyam &Anjanam)				
<b>12.6</b>	Pathiyam (Regimen),				
<b>12.7</b>	Principles (Oppurai, Ethirurai and Kalappurai) and practice of siddha medicine (Manida, Deva and Asura vaidyam)				
<b>12.8</b>	Qualities of a physician				
<b>TOTAL</b>			<b>100</b>	<b>80</b>	<b>160</b>

**Table 3: Learning objectives of SIDUG-SATV**

<b>A3 Course outcome</b>	<b>B3 Learning Objective  (At the end of the session, the Students should be able to)</b>	<b>C3 Domain/Sub</b>	<b>D3 Must to know/desir able to know/Nice to know</b>	<b>E3 Level Does/sho ws/ Knows how/ Knows</b>	<b>F3 T-L method</b>	<b>G3 Assessm ent</b>	<b>H3 Formati ve /summat ive</b>	<b>I3 Ter m</b>	<b>J3 Integration</b>
<b>Topic 1- History of Siddha Medicine</b>									
<b>Time (Lecture:-08 hours, Non lecture -16 hours)</b>									
<b>CO-1</b>	Describe the age of siddha system.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	State evidences obtained from classical Tamil treatises.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Enumerate evidences obtained from Epigraphs, Copper plates,	Cognitive/ Knowledge	MK	K	Audio visual/ Demonstra tion	Written / Viva	F&S	I	-

	Manuscripts and Books.								
<b>CO-1</b>	Appraise progress of siddha system from 5 <sup>th</sup> Century BC to 2 <sup>nd</sup> Century AD.	Cognitive/ Evaluation	MK	KH	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Evaluate progress of siddha system from 3 <sup>rd</sup> to 5 <sup>th</sup> centuries AD	Cognitive/ Evaluation	MK	KH	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Assess progress of siddha system from 6 <sup>th</sup> to 18 <sup>th</sup> centuries AD,	Cognitive/ Evaluation	MK	KH	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Summarize progress of siddha system from 19 <sup>th</sup> and 20 <sup>th</sup> centuries AD.	Cognitive/ Understand	MK	KH	Lecture	Written / Viva	F&S	I	-

<b>CO-1</b>	Enumerate Pathinen siddhars, Navanadha Siddhars & Navakodi Siddhars	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>C O-1</b>	Explain the qualities of Siddhars.	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Describe briefly about bio sketches of Siddhars - Agathiyar- Thirumoolar- Therayar- Yugimuni- Bohar- Sattamuni- Nandhidevar- Ramadevar- Dhanvanthri- Konganavar- Karuvoorar- Kaalaginadhar-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-

	Pulippani- Pampaatti siddhar- Macchamuni- Romarishi- Korakkar- Idaikaadar- Sundaranandar- Thiruvalluvar.- their lineage, guru and disciples, important events in their life, their contributions and attainment place.								
<b>CO-1</b>	<b>Recognise important attainment places of siddhars (or) to the important places of archeological</b>	Affective/ Psychomotor	MK	KH	Field visit	Written / Viva	F	I	-

	<b>evidences to understand the Antiquity of Siddha system</b>								
<b>CO-1</b>	Define Similarities and differences of Siddha Medicine with other traditional medical systems of India.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	State other traditional systems of the world,	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Define Folk medicine	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Define Codified medicine	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-1</b>	Describe commonality among traditional system, Folk	Cognitive/ Knowledge	MK	K	Audio visual/ Demonstration	Written / Viva	F&S	I	-

	medicine and codified medicine.								
<b>Topic 2- PROVING EXISTENCE OF PATHI (ONE SUPREME) BASED ON ALAVAI (EPISTEMOLOGY)</b>									
<b>Time (Lecture:-06 hours, Non lecture -12 hours)</b>									
<b>CO-2</b>	Describe Alavai (Epistemology)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-2</b>	Describe Perception (Kandal), 1. Non-existence (Abavam) 2. Analogy(Oppu), 3. Natural inference (Iyalbu)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-2</b>	Attempt to point out the existence of 'ONE SUPREME' by using the criteria mentioned in	Psychomotor/ Precision	NK	Shows	Team teaching	Written / Viva	F	I	-



	Perception								
<b>CO-2</b>	Perform exercises by applying Kandal (Perception) clinically to arrive a conclusion	Psychomotor/ Precision	DK	Shows	Team teaching/ ECE	Written / Viva	F	I	-
<b>CO-2</b>	Describe Inference (Karuthal), 1. Deduction (Porul), 2. Inference by exception (Ozhibu), 3. Co-existence (Unmai),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-2</b>	Attempt to point out the existence of 'ONE SUPREME' by using the criteria mentioned in	Psychomotor/ Imitation	NK	Shows	Team teaching	Written / Viva	F	I	-

	Inference								
<b>CO-2</b>	Perform exercises by applying Karudal (Inference) clinically to arrive a conclusion.	Psychomotor/ Precision	DK	KH	Team teaching/ ECE	Written / Viva	F	I	-
<b>CO-2</b>	Describe Testimony (Urai), 1. Tradition (Iytheekam),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-2</b>	Achieve a decision in proving the existence of Pathi (Almighty) based on Alavai	Psychomotor/ Precision	DK	Shows	PBL	Written / Viva	F	I	-
<b>Topic 3-ARUSAMAYANKAL ( SIX PHILOSOPHICAL SCHOOLS)</b>									
<b>Time (Lecture:-08 hours, Non lecture 16 hours)</b>									
<b>CO-3</b>	Describe Siddhantin, Vedantin and		MK	K	Lecture	Written / Viva	F&S	I	-

	other philosophical concepts (Arusamayankal ) of Porul nirnayam	Cognitive/ Knowledge							
<b>CO-3</b>	Explain the similarities and differences of Siddhantin and Vedantin concepts.	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Explain the concepts of Buddhism,	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Discuss the concept of Soonyavatham, Momenteriness ( Matraththal ayathu ulagam), Ananmavadham	Cognitive / Understand	MK	KH	Group discussion	Written / Viva	F	I	-
<b>CO-3</b>	Explain the concepts of Jainism,	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Discuss the concept of	Cognitive/ Understand	MK	Shows	Group discussion	Written / Viva	F	I	-

	‘Syad vadam’								
<b>CO-3</b>	Explain the concepts of Niyaya and Vaishesika,	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Discuss the concept of two kinds of soul, meaning of Vaisesha	Cognitive/ Understand	MK	KH	Group discussion	Written / Viva	F	I	-
<b>CO-3</b>	Explain the concepts of Sankya,	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Discuss the meaning of Sankhyam, Concepts of Purusa and Prakruthi.	Cognitive/ Understand	MK	Shows	Group discussion	Written / Viva	F	I	-
<b>CO-3</b>	Explain the concepts of Meemamsaka,	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Explain the concepts of Lokayutha.	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-3</b>	Establish your vision in	Affective/ Valuing	DK	Shows	Audio visual	- / Written / Viva	F	I	-

	Proving the existence of Primordiol entities- (Pathi,Pasu & Pasam) by arranging various groups among the students and the teacher should act as moderator.				Demonstration				
--	--	--	--	--	---------------	--	--	--	--

**Topic 4- PATHI, PASU, PASAM (THREE PRIMORDIAL AND ETERNAL ENTITIES AND THEIR SIDDHANTIC THEORIES)**

**Time** (Lecture:- 10 hours; Non lecture 20 hours)

<b>CO-4</b>	Describe the qualities of Pathi (Almighty)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-4</b>	Describe Nine divine manifestations of Pathi (Thirumenikal)-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-

	1. Sivam, 2.Sakthi, 3.Natham, 4.Vindhu, 5.Sadasivam, 6.Maheswaram, 7.Ayan, 8.Ari, 9.Aran.								
<b>CO-4</b>	Establish each one of the divine manifestations of Pathi with your own quotes obtained from any literature	Affective/Valuing	DK	Shows	Assignment	Written / Viva	F	I	-
<b>CO-4</b>	Describe Five divine Powers of Pathi- 1.Creation, 2.Operation, 3.Destruction, 4.Veihling, 5.Protection .	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-4</b>	Establish each one of the	Affective/Valuing	NK	Shows	Assignment	Written / Viva	F	I	-

	divine Powers of Pathi with your own quotes obtained from any literature or from life experiences								
<b>CO-4</b>	Describe the qualities of Pasu (soul)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	Udal thathuva m- Paper-I
<b>CO-4</b>	Describe the distinctions between Pathi (Almighty) and Pasu (Soul)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F & S	I	-
<b>CO-4</b>	Explain the classification of Soul- 1. Vingnanakalar, 2.Piralayakalar, 3.Sakalar- &Classification based on senses (Tholkappiyar's classification)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-

<b>CO-4</b>	Explain Reasoning for Seven kinds of Creation and Four kinds of birth.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-4</b>	State the qualities of your soul and Compare with the qualities of a noble Soul.	Affective/Responding	DK	Shows	Audio visual/ Project	Written / Viva	F	I	-
<b>CO-4</b>	Express yourself in this classification	Psychomotor/ Imitation	DK	KH	Team teaching	Written / Viva	F	I	-
<b>CO-4</b>	Clarify 'Birth day celebration' is meant to the birth of body or soul.	Affective/ Responding	DK	KH	Seminar	Written / Viva	F	I	-
<b>CO-4</b>	Describe Pasam (Bondages)- 1.Anavam, 2. Kanmam, 3.Maya, 4.Mayeyam, 5.Trodanam.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-



<b>CO-4</b>	Classify Maya- (I).Sutha Maya (Pure evolutes of Maya)– (Siva Thathuvam-5)- (II). Asutha Maya (Impure evolutes of Maya) (Vidya Thathuvam-7)- (III). Pirakruthi Maya (Peculiar properties of Soul) (Anma Thathuvam - 24)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-4</b>	Describe Sutha Maya (Pure evolutes of Maya)– (Siva Thathuvam-5)- 1.Sivam, 2.Sakthi, 3.Sadasivam, 4.Easwaram, 5.Sudhavidhai.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-

<b>CO-4</b>	Describe Asutha Maya (Impure evolutes of Maya) (Vidya Thathuvam-7)- 1.Kalam, 2.Niyathi, 3.Kalai, 4.Aragam, 5.Vidhai, 6.Purudan, 7.Maya.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-
<b>CO-4</b>	Describe Pirakruthi Maya (Peculiar properties of Soul) (Aanma Thathuvam - 24) – Thanmathiras-5, Bootham-5, Gnana indriyam-5, Kanmendriyam-5, Anthakaranam-4.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-

<b>CO-4</b>	Identify the bondages you are affected with and quote the demerits.	Affective/Organizat ion	DK	Shows	Audio visual/ Project	Written / Viva	F	I	-
<b>Topic – 4 (a); DEEKAI (INITIATION TOWARDS THE HIGHEST GOAL OF LIFE)</b>									
<b>CO-4</b>	Describe Deekai (Initiation towards the highest goal of life) – 1.Samaya deekai, 2. Vishesha deekai, 3.Niruvana deekai	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I	-
<b>CO-4</b>	Debate necessity of Deekai in your life	Affective/Valuing	DK	Shows	Invited talk	Written / Viva	F	I	-
<b>Topic – 4 (b); SIDDHA MARGAMKAL (WAYS TO ATTAIN SALVATION)</b>									
<b>CO-4</b>	Describe Siddha Margamkal (Ways to attain Salvation)-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I	-

	1.Saryai, 2.Kriyai, 3.Yogam, 4.Gnanam								
<b>CO-4</b>	Combine the different kinds of soul and their required ways to attain Salvation.	Psychomotor/ Naturalization	DK	Shows	Panel Discussion	Written / Viva	F	I	-
<b>CO-4</b>	Point out which way is suitable for you to attain salvation	Psychomotor/ Manipulation	DK	Shows	Invited talk	Written / Viva	F	I	-
<b>Topic -4 (c); MEDIUM FOR THE EVOLUTION OF A SOUL</b>									
<b>CO-4</b>	Describe the qualities of a Guru	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	S	I	-
<b>CO-4</b>	Describe the qualities of a disciple (Student)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	S	I	-
<b>CO-4</b>	Describe Spiritual stages	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	S	I	-
<b>Topic – 05 - SIDDHA TERMINOLOGIES</b>									
<b>Time (Lecture:- 08 hours ; Non lecture 08 hours)</b>									
<b>CO-11</b>	<b>Define following</b>	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I I	-

	<b>Siddha Terminologies:</b> 1.Aavarana sakthi 2. Vitchepa sakthi 3.Kundalini 4.Saram 5.Rasavatham								
<b>CO-11</b>	6.Rasamani 7.Yogam 8.uththarayana m 9.Thatchinayana m 10. Vehangal	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Noi Anugavithi Ozhukkam
<b>CO-11</b>	11. Thannilai valarchi 12. Vetru nilai valarchi 13. Thannilai adaithal 14. Amam 15. Pancha pakshi	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Noi Nadal-Paper-I
<b>CO-11</b>	16.Pandu 17.Sobai	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Maruthuvam

	18.Peruvayiru 19.Karappan 20.Kuttam								
<b>CO-11</b>	21.Ekamooligai prayogam 22. Marana pirayaogam 23. Dravaga pirayogam 24.Cheyaneer pirayogam 25. Muppu	Cognitive/ Knowledge	MK	K	Audio visual/ Demonstra tion	Written / Viva	F& S	I I	Gunapad am
<b>CO-11</b>	26.Pudam 27Thailam 28 Legium 29. Chornam 30.Parpam	Cognitive/ Knowledge	MK	K	Audio Visual/ Demonstra tion	Written / Viva	F& S	I I	-
<b>CO-11</b>	31. Chenduram 32.Mathirai 33.Kudineer 34.Ottradam 35.Nasiyam	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-11</b>	36.Kalikkam 37.Kuruthivang al 38.Attaival 39.Karam	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Aruvai Maruthu vam

	40. Kaya karpam								
<b>CO-11</b>	41.Nazhigai 42.Samam 43.Mandalam 44.Mukurtham 45.Kalam	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-11</b>	46.Varmam 47.Adangal 48.Naadi 49. Nanju nool 50. Gunapadam.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-

**Topic -6; ATTANGA YOGAM (EIGHT LIMBS OF THE WAYS TO ATTAIN SALVATION)**

**Time** (Lecture:-05 hours, Non lecture 15 hours)

<b>CO-5</b>	Describe Attanga Yogam (Eight limbs of the ways to attain salvation) -	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Sirappu maruthu vam
<b>CO-5</b>	Explain Iyamam (Purity of Mind)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Construct ideas to purify Mind	Psychomotor/ Articulation	DK	KH	Role play	Written / Viva	F	I I	-

<b>CO-5</b>	Explain Niyamam (Purity of Deeds)	Cognitive/Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Construct ideas to purify Deeds	Psychomotor/Articulation	DK	KH	Role play	Written / Viva	F	I I	-
<b>CO-5</b>	Explain Asanam (Yogic Postures)	Cognitive/Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Perform the postures of Meditation	Psychomotor/Articulation	DK	KH	Demonstration	Written / Viva	F	I I	-
<b>CO-5</b>	Perform the postures improve memory	Psychomotor/Articulation	MK	K	Demonstration	Written / Viva	F	I I	-
<b>CO-5</b>	Explain Pranayamam (Breathing exercise)	Cognitive/Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Demonstrate the method of Pranayamam	Psychomotor/Manipulation	DK	Shows	Demonstration	Written / Viva	F	I I	-
<b>CO-5</b>	Organise the merits and demerits of Pranayama	Psychomotor/Precision	DK	KH	Panel discussion	Written / Viva	F	I I	-



<b>CO-5</b>	Explain Prathiyakaram (Withdrawal of Sensory pleasures)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Explain Dharanai (Concentration)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Describe Dhiyanam (Meditation)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Share the merits of Meditation on the basis of your personal experience.	Psychomotor/ Manipulation	NK	KH	Audio visual/ Project	Written / Viva	F	I I	-
<b>CO-5</b>	Describe Samadhi (Ecstasy)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-5</b>	Achieve the actual point from where the practice of Attanga yogam should be started? Why? At the end of	Psychomotor/ Precision	DK	Shows	Invited talk	Written / Viva	F	I I	-

	the discussion reorganise the order of the limbs to be followed.								
<b>Topic – 7; ATTAMA SIDDHIGAL (EIGHT KINDS OF SUPERNATURAL POWERS)</b>									
<b>Time (Lecture:- 03hours ;Non lecture 12 hours)</b>									
<b>CO-6</b>	Describe Attama siddhigal (Eight kinds of Supernatural Powers)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Describe Anima (Power of Reducing from gross to subtle),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Share your own example obtained from any literature about Anima (Power of Reducing from gross to subtle)	Psychomotor/ Manipulation	DK	KH	Audio visual/ Seminar	Written / Viva	F	I I	-

<b>CO-6</b>	Describe Mahima (Power of expanding),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Choose an example from any literature about Mahima (Power of expanding)	Psychomotor/ Precision	MK	K	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	Explain Lahima (Power of becoming weightlessness),	Cognitive/Analyse	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Point out an example from any literature about Lahima (Power of becoming weightlessness)	Psychomotor/ Manipulation	MK	K	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	Explain Karima (Power of becoming heavy),	Cognitive/ Analyse	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Acquire an example from any literature	Psychomotor/ Manipulation	MK	K	Audio visual/ Seminar	Written / Viva	F	I I	-

	about Karima (Power of becoming heavy)								
<b>CO-6</b>	Describe Propthi (Power to achieve),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F & S	I I	-
<b>CO-6</b>	Share your own example obtained from any literature about Propthi (Power to achieve)	Psychomotor/ Manipulation	DK	KH	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	Describe Prahamiyam (Power to attain),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Choose an example from any literature about Prahamiyam (Power to attain)	Psychomotor/ Precision	DK	KH	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	Explain Vasithuvam	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-

	(Power to attract),								
<b>CO-6</b>	Acquire an example from any literature about Vasithuvam (Power to attract)	Psychomotor/ Manipulation	DK	KH	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	Explain Easathuvam (Power to execute divine powers)	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-6</b>	Point out an example from any literature about Easathuvam (Power to execute divine powers)	Psychomotor/ Manipulation	DK	KH	Audio visual/ Seminar	Written / Viva	F	I I	-
<b>CO-6</b>	1. Establish all these powers favor to attain salvation? Identify which	Affective/ Organisation	DK	Shows	PBL	Written / Viva	F	I I	-

<p>are all may lead to deviate from Salvation and debate the qualities of those powers.</p> <p>2. Choose most important Powers to attain salvation and debate the qualities of those powers.</p> <p>3. Choose the powers which may lead to deviate from Salvation and debate the qualities of those powers.</p>								

## Topic -8; FIVE ELEMENTAL THEORY

Time (Lecture:-07hours; Non lecture 17 hours)

CO-7	Describe different schools of thought regarding the creation of Universe	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F & S	I I	Noi nadal- Paper-I
CO-7	Quote the relations between macrocosm and microcosm (Andathil Ullathe Pindam)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	Udal Thathuv am - Paper-I
CO-7	Define Five elemental theory and Medicine	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
CO-7	Describe Characteristics of gross state and Subtle state - Mythological representations	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-

	of Five elements.								
<b>CO-7</b>	Describe Creation of Subtle elements and its fivefold combination - Manifestation of gross elements (Satasiva pancheekarana m)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Establish predominant elemental composition of various forms of sweets	Affective/Organisation	DK	Shows	Demonstration	Written / Viva	F	I I	-
<b>CO-7</b>	State Origin of Subtle body and its manifestation - Colour of Five elements	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and Three humours,	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-



<b>CO-7</b>	State Relations between Five elements and Anthakkaranam (Intellectual faculties-4)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and Piranathi vayus (Five principal forces)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and Gnanenthiriyankal (Five higher intellectual centres)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and Pulankal ( Five senses)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-

	Kanmenthiriyan gal (Motor organs -5)								
<b>CO-7</b>	State Relations between Five elements and Aatharam (Six stations of soul )	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	State Relations between Five elements and Udal thathukkal (physical constituents -7).	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Describe Relationship between Five elements & Tastes	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Establish predominant elemental composition of Three substances for each taste.	Affective/ Organisation	DK	Shows	Demonstration	Written / Viva	F	I I	Noi nadal- Paper-I

<b>CO-7</b>	Quote the Characteristics of tastes- Potency of tastes- Post absorptive taste – Specialty	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Observe the taste differences happening while chewing the fruit of Phyllanthus emblica (Nellikai)	Psychomotor/ Imitation	MK	Shows	Group discussion	Written / Viva	F	I I	Noi nadal- Paper-I
<b>CO-7</b>	Enumerate Parts of body and its functions (Purakaruvikal) based on five elemental theory	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Describe Properties of five elements	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Establish properties of	Affective/ Organisation	DK	Shows	Demonstration	Written / Viva	F	I I	-

	three substances for each tastes in relation to its predominant elemental composition								
<b>CO-7</b>	Describe Relationship between five elements, Tastes and three humoral vitiation	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Quote the Tastes which increase humours- Tastes which neutralize humours	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Describe “loss of appetite (Mandakkini) and Hyperacidity (Deekshakkini)” based on Pitha principles,	Affective/ Valuing	DK	Shows	Invited talk	Puzzle	F	I I	Noi nadal- Paper-I

	Justify how the tastes yield therapeutic benefits on these clinical conditions? Establish with reference to the predominant elemental composition.								
<b>CO-7</b>	Describe “Constipation and diarrhea” based on Vatha principles. Justify how the tastes yield therapeutic benefits on these clinical conditions? Establish with reference to the predominant elemental composition.	Affective/ Valuing	DK	Shows	Invited talk	Puzzle	F	I I	-

<b>CO-7</b>	Explain Functions of Taste and increased intake of tastes	Cognitive/ Understand	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-7</b>	Demonstrate at least two functions for each tastes	Psychomotor/ Manipulation	DK	Shows	Audio visual/ Demonstration	Written / Viva	F	I I	-

**Topic -9; 96 FUNDAMENTAL PRINCIPLES (THATHUVAS)**

**Time** (Lecture:- 10 hours, Non lecture 19 hours)

<b>CO-8</b>	Describe 96 fundamental Principles (Thathuvvas) and its different concepts- Sivaprakasa Kattalai- Thiruvallavai Kattalai- Siddhantha Kattalai- Vedantha Kattalai- Thathuva	Cognitive Knowledge	/ MK	K	Lecture	Written / Viva	F& S	I I	Udal Thathuvam - Paper-I & Noinal Paper-I
-------------	---	---------------------	------	---	---------	----------------	------	--------	---

	Deepikai-Yugimuni's Concept.								
<b>CO-8</b>	Enumerate Bootham-5 (Five elements), Pori-5 (Sense organs), Pulan-5 (senses)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Recall the relations between Five elements, Five sense organs and senses.	Cognitive/ Knowledge	MK	Shows	Group discussion	Written / Viva	F	I I	-
<b>CO-8</b>	Enumerate Karmendriyam-5 (Motor organs)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Enumerate Gnana Indriyam-5 (Higher intellectual centres)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-

<b>CO-8</b>	Define Karanam-4 (Intellectual faculties)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Define Arivu-1 (Self realization),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Explain “Arivu” with reference to the fundamental principles – Debate whether you achieved it or not.	Affective/ Valuing	MK	Shows	Panel discussion	Written / Viva	F	I I	-
<b>CO-8</b>	Describe Nadi-10 (Vital channels),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Demonstrate the course of these anatomical units	Psychomotor/ Manipulation	DK	Shows	Audio visual/ Project	Written / Viva	F	I I	-
<b>CO-8</b>	Describe Vayu-10 (Vital forces),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-



<b>CO-8</b>	Integrate the actions of these functional units	Psychomotor/ Precision	DK	Shows	Panel discussion	Written / Viva	F	I I	-
<b>CO-8</b>	Enumerate Aasayam-5 (Visceral cavities)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Enumerate Kosam-5 (Five sheeths)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	State Aatharam-6 (Six stations of soul),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Draw the diagrams of its shape with concern Mystic letter.	Cognitive/ Knowledge	DK	Shows	Assignment	Puzzle	F	I I	-
<b>CO-8</b>	Describe Mandalam-3 (Three regions)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Describe Thodam-3(Humours),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Establish the reason for the	Affective/ Valuing	NK	Shows	Group discussion	Written / Viva	F	I I	-

	use of the terminology “Thodam” in fundamental principle instead of Uyir thathu.								
<b>CO-8</b>	Enumerate Eadanai-3 (Physical bindings),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I I	-
<b>CO-8</b>	Define Gunam-3 (Cosmic qualities),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I I	-
<b>CO-8</b>	Define Malam-3 (Principles of moral evil),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Enumerate Vinai-2 (Acts),	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>CO-8</b>	Construct the ways and means to overcome the effects of Vinai (Acts)	Psychomotor/ Articulation	NK	Shows	Invited talk	Written / Viva	F	I I	-
<b>CO-8</b>	Enumerate Ragam-8	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-

	(Passions)								
<b>CO-8</b>	Achieve the relations among Ragam (Passions), Edanai (Physical bindings), Karanam (Intellectual faculties), Pulankal (Senses) is responsible for the good and bad acts (Vinai)	Psychomotor/ Precision	NK	Shows	Panel discussion	Puzzle	F	I I	-
<b>CO-8</b>	Define Avasthai-5 (Five states of Consciousness)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I	-
<b>Topic -10; THREE HUMOURAL THEORY</b>									
<b>Time (Lecture:- 06 hours ; Non lecture 11 hours)</b>									
<b>CO-9</b>	Define Vali - Its predominant locations-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I I I	Udal Thathuv am -

	Properties- Physiological actions- Abnormal functions- Increased and decreased features- Classifications- Features of Temperament (Tegha ilakkanam)								Paper-I & Noi nadal- Paper-I
<b>CO-9</b>	Point out the exact functional point of vali in our body.	Psychomotor/ Manipulation	NK	Shows	Group discussion	Written / Viva	F	I I I	-
<b>CO-9</b>	Justify the usage of Oil and Heat application to treat abnormal conditions of Vali.	Affective/ Valuing	NK	Shows	Team teaching/ ECE	Written / Viva	F	I I I	-
<b>CO-9</b>	Define Azhal - Its predominant locations-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

	Properties- Physiological actions- Abnormal functions- Increased and decreased features- Classifications- Features of Temperament (Tegha ilakkanam)								
<b>CO-9</b>	Justify the drug selection to treat abnormal conditions of Azal is based on the potency of taste	Affective/ Valuing	NK	Shows	Team teaching/ ECE	Puzzle	F	I I I	-
<b>CO-9</b>	Define Iyyam - Its predominant locations- Properties- Physiological actions-	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

	Abnormal functions- Increased and decreased features- Classifications- Features of Temperament (Tegha ilakkanam)								
<b>CO-9</b>	Establish the functional status of Iyyam is beneficial or not	Affective/ Valuing	NK	Shows	Team teaching/ ECE	Puzzle	F	I I I	-
<b>CO-9</b>	Design a questioner to determine the temperament of an individual	Psychomotor/Articulation	DK	Shows	Assignment	Puzzle	F	I I I	Noi nadal- Paper-I
<b>Topic – 11; SEVEN PHYSICAL CONSTITUENTS</b>									
<b>Time (Lecture:- 04 hours; Non lecture 08 hours)</b>									
<b>CO-9</b>	Enumerate Seven physical Constituents	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	UT- Paper-I & Noi

	(Udal kattukal-7)									nadal-Paper-I
<b>CO-9</b>	Define the normal functions of Seven physical Constituents (Udal kattukal-7)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-	
<b>CO-9</b>	Define Increased and decreased features of Saram (Primary nourishing juice)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F&S	I I I	-	
<b>CO-9</b>	Describe Increased and decreased features of Chenner (Blood)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-	
<b>CO-9</b>	Establish the Increased and decreased features of	Affective/ Organisation	DK	Shows	Demonstration	Written / Viva	F	I I I	-	

	Saram (Primary nourishing juice) and Chenner (Blood)								
<b>CO-9</b>	Describe Increased and decreased features of Oon (Muscle)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-9</b>	Describe Increased and decreased features of Kozhuppu (Fat)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-9</b>	Establish the Increased and decreased features of Oon (Muscle) and Kozhuppu (Fat)	Affective/ Organisation	DK	Shows	Demonstra tion	Written / Viva	F	I I I	-
<b>CO-9</b>	Describe Increased and decreased	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-



	features of Enbu (Bone)								
<b>CO-9</b>	Describe Increased and decreased features of Moolai (Bone marrow)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-9</b>	Describe Increased and decreased features of Suckila/ Suronitham (Sperm/Ovum)	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-9</b>	Establish the Increased and decreased features of Enbu (Bone), Moolai (Bone marrow) and Suckila/ Suronitham (Sperm/Ovum)	Affective/ Organisation	DK	Shows	Demonstration	Written / Viva	F	I I I	-
<b>CO-9</b>	Answer the functional	Affective/ Responding	NK	Shows	Team teaching/	Puzzle	F	I I	-

	status of each Physical constituent				ECE			I	
<b>Topic – 12; WELL BEING</b>									
<b>Time (Lecture:- 05 hours ; Non lecture 06 hours) &amp; Field visit-2days</b>									
<b>CO-10</b>	Describe how to live?	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F & S	I I I	Maruthu vam
<b>CO-10</b>	<b>Recognize Guru -Sishya exposure with a traditional healer (or) to a reputed Ashram to learn medicine as well as spiritual well being.</b>	Affective/ Psychomotor	MK	K	<b>Field visit</b>	Written / Viva	F	I I I	-
<b>CO-10</b>	Define Health, Define Marunthu (Medicine), Define Unavu (Food), Define	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

	Prevention.								
<b>CO-10</b>	Quote the importance of food for well being as explained in Marunthu athikaram of Thirukkural.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	Noi Anugavi thi ozhukkam
<b>CO-10</b>	Define Kaala ozhukkam	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Describe six parts of a day and the regimen to be followed in each parts	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Define Thinai ozhukkam	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Describe six seasons of a year and the regimen to be followed in	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

	each season.								
<b>CO-10</b>	Describe application of six tastes in food.	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	Noi Nadal- Paper-I
<b>CO-10</b>	State the Importance of Fasting therapy	Cognitive/ Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	Maruthu vam
<b>CO-10</b>	Describe the Importance of Purgation therapy, Emetic therapy, Nasal and eye applications (Nasiyam & Anjanam)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F & S	I I I	-
<b>CO-10</b>	Define Pathiyam (Regimen), Itcha pathiyam , Kadum pathiyam (Strict	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

	regimen), Miga kadum pathiyam (Very strict regimen)and Unavu pathai								
<b>CO-10</b>	Describe Principles (Oppurai, Ethirurai and Kalappurai)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Describe practice of siddha medicine (Manida, Deva and Asura vaidyam)	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Discuss on adopting above measures to ensure physical well being	Affective/ Responding	DK	KH	Group discussion	Written / Viva	F& S	I I I	-
<b>CO-10</b>	Discuss on adopting Attanga yogam to ensure	Affective/ Responding	DK	KH	Group discussion	Written / Viva	F& S	I I I	-

	Mental and social well being.								
<b>CO-10</b>	Describe the qualities of a Physician	Cognitive/Knowledge	MK	K	Lecture	Written / Viva	F& S	I I I	-

**Table 4 Practical Objective Not Applicable.**

**Table 5- NON LECTURE ACTIVITIES; COURSE SIDUG-SATV**

Sr No	List non lecture Teaching-Learning methods	I	II	III	No of Activitie s
1	<p><b>Team teaching- (2Hrs each)</b></p> <p><b><u>Topic-2; Alavai- “Kandal”</u></b></p> <ol style="list-style-type: none"> <li>1. Entire strength of the class is to be divided into 5 to 10 teams with equal number of participants.</li> <li>2. Interact with each team about the each subtopic of Kandal to point out the existence of Pathi.</li> <li>3. Ask the each team to repeat the same with another sub topic of Kandal to point out the existence of Pathi.</li> <li>4. Variety of examples can be used for each sub topic.</li> <li>5. Ultimately student should be thorough with the topic to achieve a decision on existence of Pathi.)</li> </ol> <p><b><u>Topic-4; Classification of souls</u></b></p> <ol style="list-style-type: none"> <li>1. Entire strength of the</li> </ol>	03 (06 Hrs)	-	-	03 (06 Hrs)

	<p>class is to be divided into 5 to 10 teams with equal number of participants.</p> <ol style="list-style-type: none"> <li>Interact with each team about the qualities of one kind of soul.</li> <li>Ask the each team to repeat the qualities with another kind of soul.</li> <li>Ultimately student should be thorough with the qualities of soul.</li> <li>Finally ask each team to express themselves to fix in this classification)</li> </ol>				
<b>2</b>	<p><b>Group discussion – (3 Hrs each)</b></p> <p><b><u>Topic-3; Arusamayankal</u></b></p> <ol style="list-style-type: none"> <li>Entire strength of the class is to be divided into 06groups</li> <li>Each group is to be entrusted to present the concepts of each philosophical school.</li> <li>High light the concepts related to the primordial eternal entities.(Pathi, Pasu &amp; Pasam)</li> <li>Correlate with Siddhantin’s school of thought</li> <li>Discuss and Determine</li> </ol>	<b>04 (12 Hrs)</b>	<b>03 (09Hrs)</b>	<b>03 (09Hrs)</b>	<b>10 (30Hrs)</b>



which one is acceptable for you

**Topic-8; Five elemental theory**

1. Entire strength of the class is to be divided into 03 groups Provide a paper to write their experiences
2. Provide a Nellikai to all the members of the group.
3. Ask them to bite and chew
4. While biting the fruit – the taste what you experience is to be written in the paper
5. Note the functions of concerned taste
6. After few minutes while swallowing - the taste what you experience is to be written in the paper
7. Note the functions of concerned taste
8. After few minutes, take rest- – the taste what you experience is to be written in the paper, (if necessary drink some quantity of water)
9. Note the functions of concerned taste

	10. Discuss the reasons among group members and with faculty.				
<b>3</b>	<p><b>Audio visual/ demonstration- (4Hrs each)</b></p> <p><b><u>Topic-3; Arusamayankal</u></b></p> <ol style="list-style-type: none"> <li>Entire strength of the class is to be divided into 09 teams</li> <li>Three teams for Alavai – Each one for Kandal, Karuthal and Urai.</li> <li>Six teams for Arusamayankal- Each one for each Philosophical school</li> <li>Each team should present the concept pertaining to the area to prove the existence of Pathi, Pasu and Pasam.</li> <li>Necessary audio visual aids can be prepared and used for better understanding.</li> <li>Counter arguments can be encouraged from atheist point of view.</li> <li>The teaching faculty should act as moderator</li> <li>The points which cannot be denied by all other groups should be noted</li> </ol>	<b>03 (12Hrs)</b>	<b>03 (12Hrs)</b>	-	<b>06 (24Hrs)</b>

	<p>down.</p> <p>9. Correlate with the Siddhantin's school of thought.</p> <p>10. Discuss and Determine which one is acceptable for you.</p> <p><b><u>Topic-8; Five elemental theory</u></b></p> <ol style="list-style-type: none"> <li>1. Entire class strength is to be divided into six groups</li> <li>2. Each group is to be allotted with each taste.</li> <li>3. Each group should take necessary audio visual clippings to record the functions of each taste.</li> <li>4. The facial expressions, salivary secretions, constrictions of eye brows, eye lids &amp; dryness of tongue – everything should be recorded and presented accordingly to establish the function of concerned taste.</li> <li>5. In order to memorise the contents Puzzle can also be organized with the help of AV clippings</li> </ol>				
<b>4</b>	<p><b>Assignment –(2Hrs each)</b></p> <p><b><u>Topic-4; Divine</u></b></p>	<b>02</b> <b>(04Hrs)</b>	<b>01</b> <b>(02Hrs)</b>	<b>01</b> <b>(02Hrs)</b>	<b>04</b> <b>(08Hrs)</b>

	<p><b><u>manifestations of Pathi</u></b></p> <ol style="list-style-type: none"> <li>1. Entire strength of the class is to be divided into 09 teams</li> <li>2. Students should be encouraged to refer classical Tamil literatures to obtain suitable examples for each manifestation.</li> <li>3. Their collections should be shared among other students</li> </ol> <p><b><u>Topic-4; Divine Powers of Pathi</u></b></p> <ol style="list-style-type: none"> <li>1. Entire strength of the class is to be divided into 05 teams</li> <li>2. Students should be encouraged to refer classical Tamil literatures to obtain suitable examples for each kind of power.</li> <li>3. Their collections should be shared among other students</li> </ol>				
<b>5</b>	<p><b>AV presentation / project – (03Hrs each)</b></p> <p><b><u>Topic-4; Comparing qualities of soul</u></b></p> <ol style="list-style-type: none"> <li>1. Entrust the work to the</li> </ol>	<b>02 (06Hrs)</b>	<b>02 (06Hrs)</b>	-	<b>04 (12Hrs)</b>

	<p>selected individuals in the class</p> <ol style="list-style-type: none"> <li>2. Ask them to define their way of thinking, style of behavior, Type of decisions</li> <li>3. Ask them to write about their ambitions and way of approach to it.</li> <li>4. These are the natural qualities of an individual and the qualities of their soul too.</li> <li>5. Compare it with noble souls like Mahatma Gandhiji/Mother Theresa/Swami Vivekananda/ Dr. Abdul kalam &amp; etc</li> </ol> <p><b><u>Topic-4; Bondages you are affected with</u></b></p> <ol style="list-style-type: none"> <li>1. Entrust the work to the selected individuals in the class</li> <li>2. Ask them to list out the bondages that they possessed with</li> <li>3. Assess each one of it and how far it is helpful towards spiritual enlightenment</li> <li>4. Find the way to overcome it.</li> <li>5. Necessary Audio visual clippings can be prepared to enclose with</li> </ol>				
--	--	--	--	--	--

	<p>the presentation</p> <p>6. Make it informative and attractive.</p>				
<b>6</b>	<p><b>AV/Seminar- (01 Hr each)</b></p> <p><b><u>Topic-7; Anima</u></b></p> <ol style="list-style-type: none"> <li>1. Entrust the students to take suitable incidents from any stories/cinema/TV serials in connection with this topic</li> <li>2. Ask them to add voice clippings on the back ground which should prove their understandings on this subject.</li> <li>3. At the end of their presentation ,an interactive session may be conducted.</li> </ol> <p><b><u>Topic-7; Mahima</u></b></p> <ol style="list-style-type: none"> <li>1. Entrust the students to take suitable incidents from any stories/cinema/TV serials in connection with this topic</li> <li>2. Ask them to add voice clippings on the back ground which should prove their</li> </ol>	<b>00</b>	<b>08 (08Hrs)</b>	-	<b>08 (08Hrs)</b>

	<p>understandings on this subject.</p> <p>3. At the end of their presentation ,an interactive session may be conducted.</p>				
<b>7</b>	<p><b>Panel discussion- (02Hrs each)</b></p> <p><b><u>Topic-4(b), Siddha margamkal</u></b></p> <ol style="list-style-type: none"> <li>1. Two or Three senior faculty including teaching faculty members of the subject should be in the Panel</li> <li>2. 5 to 10 numbers of selected students should be entrusted to combine the each kind of soul with required kind of ways to attain salvation</li> <li>3. Opt points should be appreciated by the panel</li> <li>4. If any points are wrong, it should be corrected by the panel</li> <li>5. Conclusive remarks should be given be the Panel</li> <li>6. Collectively everybody should be through with concerned ways to attain salvation.</li> </ol> <p><b><u>Topic-9, Fundamental</u></b></p>	<b>01 (02Hrs)</b>	<b>04 (08Hrs)</b>	-	<b>05 (10Hrs)</b>

	<p><b><u>Principles</u></b></p> <ol style="list-style-type: none"> <li>1. Two or Three senior faculty including teaching faculty members of the subject should be in the Panel</li> <li>2. 2.5 to 10 numbers of selected students should be entrusted to explain about “Arivu”W.r.t fundamental principles.</li> <li>3. Opt points should be appreciated by the panel</li> <li>4. If any points are wrong, it should be corrected by the panel</li> <li>5. Conclusive remarks should be given by the Panel</li> <li>6. Collectively everybody should be known about “Arivu”</li> </ol>				
8	<p><b>Team teaching/ECE – (02Hrs each)</b></p> <p><b><u>Topic-2: Alavai.</u></b></p> <ol style="list-style-type: none"> <li>1. Entire strength of the class is to be divided into 05 teams</li> <li>2. educate them about general examination of a patient</li> <li>3. Give an introduction about Anaemia</li> </ol>	02 (04Hrs)	-	04 (08Hrs)	06 (12Hrs)



	<p>4. Teach the relationship between some symptoms/signs and anaemia</p> <p>5. Demonstrate Pallor/Brittle nails/ Sleeplessness/ Hairloss/ Amenorrhoea among the patients.</p> <p>6. Educate the students to understand that seeing such symptoms/ signs in a patient proves the underlying disease “Anaemia”</p> <p>7. Like wise any one of the point from general examination can be taken for this exercise.</p> <p><b><u>Topic:10, Three humoral theory- Justify usage of oil &amp; Heat</u></b></p> <p>1. Entire strength of the class is to be divided into 05 teams</p> <p>2. Recall the Properties of Vali.</p> <p>3. Demonstrate these properties as symptoms on the patients suffering from chronic vatha diseases.</p> <p>4. Pulse diagnosis &amp; Neikuri can be used to confirm vitiation of vatham.</p>				
--	--	--	--	--	--

	<ol style="list-style-type: none"> <li>5. Students should feel the dryness, coldness &amp; etc</li> <li>6. Reason for the onset of such symptoms is to be explained.</li> <li>7. Explain application of oil &amp; heat counteracting symptoms</li> <li>8. Take follow up in consecutive visits</li> <li>9. Pulse diagnosis &amp; Neikuri can be repeated to ensure vitiation of vatham is getting correction.</li> </ol>				
<b>9</b>	<p><b>PBL- (04 Hrs each)</b></p> <p><b><u>Topic-7; Attamasiddhikal</u></b></p> <ol style="list-style-type: none"> <li>1. Aim of this exercise is to assess the merits and demerits of super natural powers.</li> <li>2. Entrust the work to all students and fix a date for presentation</li> <li>3. The session should be an interactive session</li> <li>4. Recall and assess the necessity, quality and after effects of each power.</li> <li>5. Correlate with Vinai, Ragam, Edanai &amp; Arivu</li> <li>6. Merits and demerits of each power is to be assessed</li> </ol>	<b>01 (04Hrs)</b>	<b>01 (04Hrs)</b>	-	<b>02 (08Hrs)</b>

	<p><b><u>Topic-7; Attamasiddhikal</u></b></p> <ol style="list-style-type: none"> <li>1. Aim of this exercise is to identify the exact power which favours attaining salvation.</li> <li>2. Entrust the work to all students and fix a date for presentation</li> <li>3. The session should be an interactive session</li> <li>4. Recall Merits and demerits of each power as per previous exercise.</li> <li>5. Determine the exact power which favours attaining salvation.</li> </ol>				
<b>10</b>	<p><b>Demonstration – (02Hrs each)</b></p> <p><b><u>Topic-6; Attanga yogam- Perform postures of Meditation</u></b></p> <ol style="list-style-type: none"> <li>1. Bring the students under a tree or into the auditorium</li> <li>2. The place should be neat, tidy and even surface with good ventilation.</li> <li>3. Ask them to spread yoga mate individually</li> <li>4. Educate them to perform basic yogic postures as per yoga protocol.</li> </ol>	-	<b>06 (12Hrs)</b>	<b>03 (06Hrs)</b>	<b>09 (18Hrs)</b>

	<p>5. Common yogic postures used for meditation – such as Padmasanam, Siddhasanam, Vrikshasanam and vajrasanam should be performed.</p> <p><b><u>Topic-8; Five elemental theory</u></b>  <b><u>Predominant elemental composition of sweets</u></b></p> <ol style="list-style-type: none"> <li>1. Take the following items for demonstration</li> <li>2. Honey (liquid form); Jaggery (Solid form)</li> <li>3. Explain the liquid form of Honey is due to the predominant composition of element ‘Water’</li> <li>4. Explain the solid form of Jaggery is due to the predominant composition of element ‘Earth’</li> <li>5. Demonstrate by adding heat to jiggery and freezing honey</li> <li>6. Adding and removing fire element causes the changes</li> <li>7. Discuss the reason for the changes and find out the hidden elements in Honey and Jaggery.</li> </ol>				
<b>11</b>	<b>Role play- (01Hr Each)</b>	-	<b>02 (02Hrs)</b>	-	<b>02 (02Hrs)</b>

**Topic-6; Attanga yogam**

1. Discuss with the students about our daily routine like brushing, bathing, combing hairs, wearing neat cloths & etc.
2. Is it good deed or not?
3. Can we skip these deeds on any day?
4. How is possible for us?  
It is because of practice.
5. Why are other activities like Prayer, speaking kind words, helping others, Tolerating mistakes of others not possible for us?
6. How to purify our deeds and how to build a new one?
7. What kind of practice is needed?
8. What are the tools helpful for us?
9. All these points are to be visualized to others
10. An interactive session may also be carried out in association with this.

**Topic-8; Five elemental theory**  
**Relations between body functions and five elements**

1. Entrust the work to five

	<p>groups of students</p> <p>2. Name the groups on the basis of five elements</p> <p>3. Recall the properties of five elements</p> <p>4. correlate the physical movements as mentioned under Purakaruvikal</p> <p>5. Ask the students to demonstrate specimens/ Placards/such movements in correlation with the properties each element.</p>				
<b>12</b>	<b>Seminar</b>	<b>01 (02Hrs)</b>	-	-	<b>01 (02Hrs)</b>
<b>13</b>	<b>Invited talks-02 Hrs each</b>	<b>02 (04Hrs)</b>	<b>04 (08Hrs)</b>	-	<b>06 (12Hrs)</b>
<b>14</b>	<b>Field visit -08 Hrs</b>	<b>01 (08Hrs)</b>	-		<b>01 (08Hrs)</b>

**Table 6: ASSESSMENT SUMMARY**

**6 A- Number of papers and Marks Distribution**

S.No	SUBJECT	PAPERS	THEORY	PRACTICAL/CLINICAL ASSESSMENT					GRAND TOTAL
				PRACTICAL/CLINICAL	VIVA	ELECTIVES	INTERNAL	TOTAL	
<b>1</b>	Siddha Maruthuva Adippadai Thathuvangalum Varalarum (History and Fundamental Principles of Siddha Medicine)	<b>1</b>	<b>100</b>	-	<b>30</b>	-	<b>20</b>	<b>50</b>	<b>150</b>

## 6 B- Scheme of Assessment – (Formative and Summative)

Sl. No	Professional course	Duration of Professional Course		
		First term (1-6 Months)	Second Term (7-12 Months)	Third Term (13-18 Months)
1	First	3PA & First TT	3PA & Second TT	3PA & UE

PA: Periodical Assessment; TT: Term Test; UE; University Examinations

## 6 C - Calculation Method for Internal Assessment Marks (20 Marks)

Term	Periodical Assessment*				Term Test**	Term Assessment	
	A	B	C	D		F	G
	<b>1 (20)</b>	<b>2 (20)</b>	<b>3 (20)</b>	Average (A+B+C/3) 20	(MCQ+SAQ+LAQ) Converted to 20	Sub Total	Term Assessment
First						D+E	D+E/2
Second						D+E	D+E/2
Third					NIL		D
FINAL IA	Average of Three Term Assessment Marks As Shown in 'G' Column						
	* Select an Evaluation Methods which is appropriate for the objectives of Topics from the Table 6 D. Convert it to 20 marks.						
	** Conduct Theory (100 Marks) (MCQ (20×1 Marks), SAQ(8×5), LAQ(4×10) Then convert to 20Marks.						

## 6 D- Evaluation Methods for Periodical Assessment

S. No.	Evaluation Methods for Periodical Assessment
1.	Practical / Clinical Performance
2.	Viva Voce, MCQs, MEQ (Modified Essay Questions/Structured Questions)
3.	Open Book Test (Problem Based)
4.	Summary Writing (Research Papers/ Samhitas)
5.	Class Presentations; Work Book Maintenance
6.	Problem Based Assignment
7.	Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OPSE), Mini Clinical Evaluation Exercise (Mini-CEX), Direct Observation of Procedures (DOP), Case Based Discussion (CBD)
8.	Extra-curricular Activities, (Social Work, Public Awareness, Surveillance)

	Activities, Sports or Other Activities which may be decided by the department).
9.	Small Project
10.	Other activities explained in Table 3 Column G3 as per indicated term and objective of the topic.

## 6 E Question Paper Pattern

### I PROFESSIONAL BSMS EXAMINATIONS – SIDUG-SATV

**Time: 3 Hours**

**Maximum Marks: 100**

**INSTRUCTIONS: All questions compulsory**

		Number of Questions	Marks per question	Total Marks
Q 1	Multiple Choice Questions (MCQ)	20	1	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
<b>TOTAL</b>				<b>100</b>

### OTHER EDUCATIONAL ACTIVITIES (TIME REQUIRED/ TERM)

- Field visit to the important places of archeological evidences to understand the Antiquity of Siddha system (One day/ I term)
- Field visit to the important attainment places of siddhars (One day/I term)
- Students should attend minimum Six invited lectures from traditional healers (Six NL hours /I &II term)

## 6 F Distribution of Theory Exam

No	A List of Topics	B Term	C Marks	D Type of Questions “Yes” can be asked. “No” should not be asked.		
				MCQ (1Mark)	SAQ (5 Marks)	LAQ (10 Marks)
1	Topic 1-HISTORY OF SIDDHA MEDICINE	I	05	Yes	Yes	No



2	<b>Topic 2-PROVING EXISTENCE OF PATHI (ONE SUPREME) BASED ON ALAVAI (EPISTEMOLOGY)</b>	I	05	Yes	Yes	No
3.	<b>Topic 3-ARUSAMAYANKAL ( SIX PHILOSOPHICAL SCHOOLS)</b>	I	05	Yes	Yes	No
4.	<b>Topic 4-PATHI, PASU, PASAM (THREE PRIMORDIAL AND ETERNAL ENTITIES AND THEIR SIDDHANTIC THEORIES)</b>	I	15	Yes	Yes	Yes
5	<b>Topic – 05- SIDDHA TERMINOLOGIES</b>	II	05	Yes	Yes	No
6	<b>Topic -6- ATTANGA YOGAM (EIGHT LIMBS OF THE WAYS TO ATTAIN SALVATION)</b>	II	10	Yes	Yes	Yes
7.	<b>Topic – 7- ATTAMA SIDDHIGAL (Eight kinds of Supernatural Powers)</b>	II	10	Yes	Yes	Yes
8.	<b>Topic -8- FIVE ELEMENTAL THEORY</b>	II	10	Yes	Yes	Yes
9.	<b>Topic -9- 96 FUNDAMENTAL PRINCIPLES (THATHUVAS)</b>	II	15	Yes	Yes	Yes
10	<b>Topic -10- THREE HUMOURAL THEORY</b>	III	10	Yes	Yes	Yes
11	<b>Topic – 11- SEVEN PHYSICAL CONSTITUENTS</b>	III	05	Yes	Yes	No
12	<b>Topic – 12- WELL BEING</b>	III	05	Yes	Yes	No

### 6 G Question paper blue print

Question Sr. No		Question Paper Format
.Q1	<p><b>Multiple choice Questions (MCQ)</b></p> <p>20 Questions</p> <p>1 mark each</p> <p>All compulsory</p> <p>Must know part 15 MCQ</p> <p>Desirable to know 3 MCQ</p> <p>Nice to know 2 MCQ</p>	<ol style="list-style-type: none"> <li>1. Topic number 1/ Topic number 12</li> <li>2. Topic number 1/ Topic number 12</li> <li>3. Topic number 2</li> <li>4. Topic number 2</li> <li>5. Topic number 2</li> <li>6. Topic number 3</li> <li>7. Topic number 3</li> <li>8. Topic number 4/Topic number 5</li> <li>9. Topic number 4/ Topic number 5</li> <li>10. Topic number 4/ Topic number 5</li> <li>11. Topic number 6</li> <li>12. Topic number 6</li> <li>13. Topic number 6</li> <li>14. Topic number 7/ Topic number 11</li> </ol>

		15. Topic number 7/ Topic number 11 16. Topic number 8/ Topic number 10 17. Topic number 8/ Topic number 10 18. Topic number 9 19. Topic number 9 20. Topic number 9
Q2	<b>Short answer Questions (SAQ)</b> Eight Questions 5 Marks Each All compulsory  07 questions on must know 01 Desirable to know and No Questions on Nice to know	1. Topic no.1/ Topic no. 2 2. Topic no.3/ Topic no.4 3. Topic no.5 4. Topic no.6/ Topic no.7 5. Topic no.8 6. Topic no.9 7. Topic no.10/Topic no.11 8. Topic no.12
Q3	<b>Long answer Questions (LAQ)</b> Four Questions 10 marks each All compulsory  All questions on must know No Questions on Nice to know and Desirable to know	1. Topic no.4 2. Topic no.6/ Topic no.7 3. Topic no.8/ Topic no.9 4. Topic no.10

### 6 H Distribution of Practical Exam

S N	Heads	Marks
1.	--	
2.	Viva	30
3.	Internal Assessment	20
4.	Electives	-
<b>Total</b>		<b>50</b>

## 7. REFERENCE BOOKS & RESOURCES

1. Thotrakirama Araichiyum Siddha MaruthuvaVaralarum,(Tamil), - Dr.K.S.Uttamarayan,  
The Directorate of Indian Medicine andHomoeopathy,  
Govt. of Tamilnadu, Chennai. (2005)
2. Siddha Maruthuvanga Churukkam (Tamil), -  
Dr.K.S.Uttamarayan,H.P.I.M  
The Directorate of Indian Medicine and Homoeopathy,  
Chennai (2005)
3. Siddha Maruthuva Varalaru, (Tamil), - Anaivari Aananthan  
InternationalInstitute of Tamil Studies, Chennai (2008)
4. Thenindhiya Maruthuva Varalaru, (Tamil) Ra. Niranjana Devi  
InternationalInstitute of Tamil Studies, Chennai(2008)
5. Siddha Maruthuva Moola Thathuvam (Tamil) S. Sivashanmuga raja  
SidhaMaruthuvam Valarchi Kazhagam,  
Jaffna, Srilanka(2002)
6. Siddha Dossier, CCRS, Dept. of AYUSH, - - -  
New Delhi(2013)Online Material
7. Tamil Maruthuva Varalattu Thonmaikal, Munaivar R. Vasudevan  
<http://ta.wikisource.org/s/bn>
8. Thamilar Varalaaru, (Tamil)  
Thamilman Pathippagam,Chennai (2000)  
ThevaneyaPaavaanar
9. Noi naadal Noi muthal nadal thirattu-Vol-1 Dr.M. Shunmugavelu H.P.I.M  
TheDirectorate of Indian Medicine and Homoeopathy, Chennai (2006).
10. Introduction to Siddha Medicine - Dr.T.Thirunarayanan  
Centre for Traditional Medicine & Research (CTMR)  
Chennai-88(2012)
11. Thotrakkirama vilakkam - Dr.S.Shankar  
Sri Vasini Pathippakam  
Kudiaththam-632602 (2018)
12. Siddha Maruthuvathil Suvaikal - Dr.V.Ganapathy  
Darjan Pathipakam,M.S.S. Asan & Son  
Nagercoil (2010)
13. Development of Standard Siddha Terminologies - -  
National Institute of Siddha, Chennai (2014)
14. History of Siddha Medicine, - K.Kandaswamy Pillai  
TheDirectorate of Indian Medicine and Homoeopathy,  
Chennai (Second edition- 1998)
15. Thamizh ilakkiyathil Siddha Maruthuvam- Mooligai mani K.Venkatesan  
Sri Shakthi Pathippagam, Chennai.
16. Tamil Siddhar Marabu -  
Prof.T.N.Ganapathy  
Ravi Publications, Chennai (2005)
17. Tholkappiyam- Ilampooranar Commentary, - Ilampooranar  
Paavai Publications, Chennai-600014. (2010)

18. Puranaanooru-Avvai Duraisamy Pillai Commentary, - Avvai Duraisamy Pillai  
The South India Saiva Siddhanta Works Publishing Society,  
Chennai-600001 (1960)
19. Natrinai-Puliyur Kesikan Commentary, - Puliyur Kesikan  
Pari Nilayam, Chennai-600001 (1980)
20. Thiruvacakam, Annamalai University, - N.Kandasami Pillai (Edited by)  
Chidambaram(1964)
21. Silappathikaram-  
Na. Mu.Venkatasami Naattaar  
Na. Mu.Venkatasami Naattaar Commentary,  
Ramiah Pathippagam, Chennai-600014 (2017)
22. Bogar7000- C.Chandrasekar Commentary, -  
C.Chandrasekar  
Leo Book Publishers, Chennai (2015)
23. Thiruvarutpa- Urainadai pakuthi- - Thiruvarut prakasa Vallalar  
Thiruvarut prakasa Vallalar Deivanilayam,  
Vadalur- 607303
24. Maanikkavasagar Varalarum Kaalamum, - Maraimalai Adigal  
The South India Saiva Siddhanta Works Publishing Society,  
Chennai-600001 (1957)
25. Nam Nattu Siddhargal - Dr.R.Manickavasakam M.A, M.Litt, Ph.d  
Smt.M.Amirtham, Manager, Annai Abirami Arul,  
Chellammal Street, Chennai-600030 (1982)